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AUTHOR Anderson, Sue; Farrell, Renee; Robbins, Susan; Stanley, Melissa

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ABSTRACT

This document outlines the performance standards for dance in North Dakota public schools, grades K-12. Four levels of performance are provided for each benchmark by North Dakota educators for K-4, 5-8, and 9-12 grade levels. Level 4 describes advanced proficiency; Level 3, proficiency; Level 2, partial proficiency; and Level 1, novice. Each grade level is measured by the following standards: (1) Movement Elements; (2) Choreography; (3) Dance and Meaning; (4) Dance and Thinking Skills; (5) Dance, History, and Culture; (6) Dance and Personal Wellness; and (7) Dance and Other Disciplines. (BT)

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North Dakota Dance Performance Standards

Written By

Sue Anderson
Jamestown College, Jamestown

Renee Farrell
Minot Central Campus, Minot

Susan Robbins
Academy of Dance, Dickinson

Melissa Stanley
Edison Elementary, Minot

North Dakota Department of Public Instruction
Dr. Wayne G. Sanstead, State Superintendent
Bismarck, North Dakota
North Dakota Council on the Arts

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INTRODUCTION

This document is a companion to the North Dakota Dance Content Standards (2000) and provides descriptions of various levels of student performance and achievement in relation to the state content standards.

Four levels of performance are written for each benchmark by North Dakota educators from various grade levels. Level 4 describes an advanced proficiency, Level 3 proficient, Level 2 partially proficient, and Level 1 novice. Level 3, proficient, describes what state educators hold to be the state standard, expected of most students. Although not indicated within the document, if a student does not respond in any way they achieve no level placement.

The performance standards are designed to be used with content standards in all disciplines, not just the arts. Ideally, the arts should be embedded into the curriculum of every subject area.

Sue Anderson
Renee Farrell
Susan Robbins
Melissa Stanley

MORE ON PERFORMANCE STANDARDS

Performance Standards

- ✓ Provide student with expectations about what will be assessed as well as standards that need to be met.
- ✓ Increase consistency in the rating of performances.
- ✓ Provide "road signs"--information about where students are in relation to where they need to be.

A FOUR POINT PERFORMANCE STANDARD

4. Demonstrates exemplary performance; *exceeds* performance standard; **advanced proficiency**.

3. Demonstrates solid performance; *meets* State performance standard; **proficient**.

2. Performance is *emerging* or developing toward performance standard; **partially proficient**.

1. Attempt made but there are serious errors; **novice**.

***(Performance Standard Level 3 is the North Dakota State Standard; examples of various levels of student performances are found in the State Scoring Manuals or can be selected from student performances by teachers or groups of teachers.)

LEVEL 4 through **LEVEL 1** represent a **PERFORMANCE STANDARD**. **PERFORMANCE STANDARDS** can be written by teachers or students.

NORTH DAKOTA DANCE PERFORMANCE STANDARDS

Grades K-4

Standard 1: MOVEMENT ELEMENTS*

Students understand movement elements* and skills in dance.

4.1.1 *Use dance elements* to expand movement experiences.*

Level 4: The student expands and elaborates movement experiences with the dance elements inclusive of time, space and force.

Level 3: The student accurately identifies and demonstrates the dance elements of time, space and force.

Level 2: The student identifies or demonstrates the dance elements but with some inaccuracy.

Level 1: The student identifies but is unable to demonstrate the dance elements.

4.1.2 *Know boundaries of space including personal and physical space.*

Level 4: The student demonstrates stellar, creative use of the personal and physical space available as well as creative variation in use of the space.

Level 3: Student demonstrates clear awareness of personal boundaries of space as well as the total physical performance space available..

Level 2: Student is sometimes aware and usually demonstrates use of personal boundaries of space.

Level 1: Student identifies but is unable to demonstrate respect of personal boundaries of space.

4.1.3 *Understand the characteristics of nonlocomotor*/axial* movements.*

Level 4: Student exhibits superior ability to enhance anchored movement with variety in the elements.

Level 3: Student remains anchored in one spot and moves the rest of the body proficiently.

Level 2: Student sometimes remains anchored and shows limited movement of body parts.

Level 1: Student is able to understand but cannot demonstrate nonlocomotor/axial movement.

4.1.4 *Understand the characteristics of locomotor* movements in many directions and pathways.*

Level 4: Student moves in many different directions and pathways using forms of locomotion with exceptional skill.

Level 3: Student proficiently performs various locomotor movements in several directions and pathways.

Level 2: Student demonstrates locomotor movement with occasional inconsistency.

Level 1: Student identifies but is unable to demonstrate locomotor movements.

4.1.5 *Move to a rhythmic accompaniment and respond to changes in tempo*.*

Level 4: The student demonstrates proficiency in moving to rhythmic accompaniment and tempo changes with style and creativity.

Level 3: The student consistently demonstrates proficiency in moving to rhythmic accompaniment and tempo changes.

Level 2: The student at times demonstrates moving to rhythmic accompaniment and sometimes responds to change in tempo.

Level 1: The student at times demonstrates moving to rhythmic accompaniment but is unable to respond to change in tempo.

4.1.6 *Understand the characteristics of balance and proper alignment*.*

Level 4: The student understands and demonstrates excellent and proper alignment and balance in dance movement.

Level 3: The student understands and demonstrates proper alignment and balance in dance movement.

Level 2: The student understands and is sometimes able to demonstrate proper balance and alignment in dance movement.

Level 1: The student understands but is unable to demonstrate balance and proper alignment.

4.1.7 *Understand how body parts and joints are used in movement.*

Level 4: The student identifies and moves body parts and joints in tandem and in isolation with excellence.

Level 3: The students identifies and moves body parts and joints in tandem and in isolation with accuracy..

Level 2: The student identifies some body parts and joints and moves them with some inaccuracies.

Level 1: The student identifies or moves body parts and joints.

4.1.8 *Use kinesthetic* awareness, concentration, and focus in performing movement skills.*

Level 4: The student performs movement skills using kinesthetic awareness, concentration and focus with excellence.

Level 3: The student performs movement skills with kinesthetic awareness, concentration and focus.

Level 2: The student occasionally or inconsistently performs movement skills with kinesthetic awareness, concentration and focus.

Level 1: The student occasionally performs movement skills but lacks kinesthetic awareness, concentration or focus.

Standard 2: CHOREOGRAPHY

Students understand choreographic principles*, processes, and structures.

4.2.1 *Understand the characteristics of a movement sequence.*

Level 4: The student is able to create and demonstrate a movement sequence.

Level 3: The student accurately demonstrates a set movement sequence.

Level 2: The student performs a set movement sequence with some inaccuracy.

Level 1: The student performs a set movement sequence with much inaccuracy.

4.2.2 *Understand how improvisation is used to discover and invent movement.*

Level 4 : The students improvises and invents movement with creativity and innovation.

Level 3: The student improvises and invents movement creatively.

Level 2: The student occasionally improvises and invents movement.

Level 1: The student improvises or invents movement with direction.

4.2.3 *Understand the characteristics of a dance phrase* that is repeated and/or varied.*

Level 4: The student creates a dance phrase and repeats and varies it with creativity.

Level 3: The student creates a dance phrase that can be repeated and varied.

Level 2: The student adequately creates a dance phrase and occasionally repeats or varies it.

Level 1: The student, with direction, creates a dance phrase but can't vary it.

4.2.4 *Know how to use the characteristics of solo and group dance to create whole compositions.*

Level 4: The student independently creates a solo or group dance.

Level 3: The student creates with direction from the instructor a solo or group dance.

Level 2: The student creates with direction from the instructor a segment of a solo or group dance.

Level 1: The student creates a segment of a solo dance with direction from the instructor.

Standard 3: DANCE AND MEANING

Students understand dance as a way to create and communicate meaning.

4.3.1 *Communicate ideas using movement.*

Level 4: The student combines movements to communicate a variety of ideas.

Level 3: The student combines movement to communicate an idea.

Level 2: The student usually communicates clear ideas using movement.

Level 1: The student sometimes communicates ideas using movement.

4.3.2 *Know how dance is similar to and different from other forms of movement.*

Level 4: The student communicates and demonstrates the similarities and differences between dance and other movement such as athletics, martial arts, and theater.

Level 3: The student communicates and sometimes demonstrates the similarities and differences between dance and other movement such as athletics, martial arts, and theater.

Level 2: The student inconsistently communicates verbally or in written form the similarities and differences between dance and other movement forms.

Level 1: The student communicates verbally, with many inaccuracies, the similarities and differences between dance and other movement forms.

Standard 4: DANCE AND THINKING SKILLS

Students apply critical and creative thinking skills in dance.

4.4.1 *Know that a variety of strategies can be used to solve movement problems.*

Level 4: The student generates multiple solutions to a movement problem.

Level 3: The student independently is able to solve a movement problem.

Level 2: The student is able to solve a movement problem with some inaccuracy.

Level 1: The student is able to solve a movement problem with guidance.

4.4.2 *Understand how various dance styles are similar to and different from one another.*

Level 4: The student makes detailed comparisons and contrasts between two dances.

Level 3: The student makes simple comparisons and contrasts between two dances.

Level 2: The student makes simple comparisons and contrasts between two dances with some inaccuracy.

Level 1: The student is unable to make comparisons and contrasts of two simple dances.

Standard 5: DANCE, HISTORY, AND CULTURE

Students understand the historical development of dance and its relationship to various cultures.

4.5.1 *Know the characteristics of multicultural dance forms.*

Level 4: The student expresses details about dances from many different cultures.

Level 3: The student expresses details about dances from different cultures.

Level 2: The student expresses some details about a few dances from different cultures..

Level 1: The student expresses a few details for at least one dance from a different culture.

4.5.2 *Understand that dance has a role and purpose in various cultures.*

Level 4: The student identifies in detail the role and purpose of dance in various cultures.

Level 3: The student identifies the role and purpose of dance in various cultures.

Level 2: The student sometimes identifies the role and purpose of dance in some cultures.

Level 1: The student sometimes identifies the role and purpose of dance in at least one other culture.

4.5.3 *Know characteristics of the forms of theatre dance*.*

Level 4: The student can identify a wide variety of the characteristics of several forms of theater dance.

Level 3: The student can identify many characteristics of several forms of theater dance.

Level 2: The student can identify some of the characteristics of one form of theater dance.

Level 1: The student can identify at least one characteristic of one form of theater dance.

4.5.4 *Know and apply proper audience etiquette*

Level 4: The student explains and demonstrates proper audience etiquette.

Level 3: The student demonstrates proper audience etiquette.

Level 2: The student sometimes demonstrates proper audience etiquette.

Level 1: The student seldom demonstrates proper audience etiquette.

4.5.5 *Know dances unique to local geographic region.*

Level 4: The student elaborates on details of the dances unique to North Dakota.

Level 3: The student identifies most dances unique to North Dakota.

Level 2: The student identifies some of the dances unique to North Dakota

Level 1: The student is identifies at least one of the dances unique to North Dakota.

Standard 6: DANCE AND PERSONAL WELLNESS*

Students understand the connection between dance and personal wellness*.

4.6.1 *Know healthy practices that enhance the ability to dance.*

Level 4: The student identifies healthy practices and elaborates on their importance of why they enhance the ability to dance.

Level 3: The student identifies several healthy practices that influence the ability to dance.

Level 2: The student identifies some healthy practices that enhance the ability to dance.

Level 1: The student identifies at least one healthy practice that enhances the ability to dance.

4.6.2 *Understand the importance of warming up and cooling down* the body.*

Level 4: The student understands and applies proper warm up preparation and care of the body for dance.

Level 3: The student understands the need for the proper preparation and care of the body for dance.

Level 2: The student understands, in part ,the need for the proper preparation of the body for dance.

Level 1: The student identifies the preparation and care of the body for dance, but does not understand the need for it.

Standard 7: DANCE AND OTHER DISCIPLINES

Students understand the connections between dance and other disciplines.

4.7.1 *Know how to use dance concepts in other disciplines.*

Level 4: The student clarifies and demonstrates an academic concept through dance.

Level 3: The student identifies an academic concept through dance.

Level 2: The student, with guided assistance, identifies a few academic concepts through dance.

Level 1: The student recognizes at least one academic concept through dance.

Grades 5- 8

Standard 1: MOVEMENT ELEMENTS*

Students understand movement elements and skills in dance.

8.1.1 *Understand the characteristics of various dance movements and the underlying principles common to all movement.*

Level 4: The student identifies and demonstrates the underlying principles of various movement elements.

Level 3: The student identifies underlying principles of various movement elements.

Level 2: The student identifies a few movement elements but is sometimes unaware of their underlying principles

Level 1: The student identifies at least one movement element but is unaware of its underlying principle.

8.1.2 *Know basic dance steps, body positions, and spatial patterns for dances from various styles or traditions.*

Level 4: The student identifies and demonstrates three or more basic dance steps, body position and spatial patterns for several dance styles.

Level 3: The student identifies and demonstrates basic dance steps, body position and spatial patterns for several dance styles.

Level 2: The student identifies and demonstrates basic dance steps, body position and spatial patterns for one style.

Level 1: The student identifies and demonstrates with some inaccuracies basic dance steps, body position and spatial patterns for one style with guidance.

8.1.3 *Understand the process of transferring a spatial pattern from the visual to the kinesthetic**.

Level 4: The student observes a spatial pattern and physically repeats it with creativity and style.

Level 3: The student observes a spatial pattern and physically mimics it accurately.

Level 2: The student observes a spatial pattern and physically repeats it with some minor errors.

Level 1: The student observes a spatial pattern and physically repeats it with many major errors.

8.1.4 *Understand the process of transferring a rhythmic pattern from auditory to kinesthetic**.

Level 4: The student listens to a rhythmic pattern and physically mimics the pattern in the body adding their own creativity and style.

Level 3: The student listens to a rhythmic pattern and physically echoes the pattern with the body.

Level 2: The student listens to a rhythmic pattern and physically repeats most of the pattern with occasional errors.

Level 1: The student listens to a rhythmic pattern, and physically repeats part of it with many errors.

8.1.5 *Know a range of dynamics/movement qualities.*

Level 4. The student demonstrates a range of dynamics and movement qualities with style and creativity.

Level 3: The student demonstrates a range of dynamics and movement qualities.

Level 2: The student demonstrates a small range of dynamics and movement qualities.

Level 1: The student demonstrates a limited range of dynamics and movement qualities.

8.1.6 *Use kinesthetic* awareness, concentration, and focus in performing movement skills.*

Level 4 : The student exceeds proficient performance of movement skills using kinesthetic awareness, concentration and focus.

Level 3: The student proficiently performs movement skills with kinesthetic awareness, concentration and focus.

Level 2: The student occasionally or inconsistently performs movement skills with kinesthetic awareness, concentration and focus.

Level 1: The student performs movement with at least one of these skills: awareness, concentration or focus.

8.1.7 *Use dance vocabulary to describe the action and movement elements* in a dance.*

Level 4: The student describes the movement in a dance using vivid dance vocabulary.

Level 3: The student proficiently describes the action in a dance using a proficient dance vocabulary.

Level 2: The student describes the action in a dance using limited dance vocabulary.

Level 1: The student describes the action in a dance using a few dance terms.

Standard 2: CHOREOGRAPHY

Students understand choreographic principles*, processes, and structures.

8.2.1 *Understand the relationship of the principles of creative design to dance.*

Level 4: The student applies the principles of creative design in the choreography of a dance with excellence.

Level 3 : The student applies proficiently the principles of creative design in the choreography of a short dance proficiently.

Level 2 : The student applies the principles of creative design in the choreography of a short dance with some minor inaccuracies.

Level 1: The student applies the principles of creative design in the choreography in a short dance with many inaccuracies.

8.2.2 *Understand the significance of the processes of reordering* and chance*.*

Level 4: The student choreographs a short dance using the processes of reordering and chance with excellence.

Level 3: The student proficiently choreographs a short dance using the processes of reordering and chance proficiently.

Level 2: The student choreographs a short dance using of the processes of reordering and chance with some minor inaccuracies.

Level 1: The student choreographs a short dance using the processes of reordering and chance with many major inaccuracies.

8.2.3 *Understand the importance of dance structures or forms.*

Level 4: The student choreographs a dance using dance structures or forms with excellence.

Level 3: The student proficiently choreographs a dance using dance structures or forms proficiently.

Level 2: The student choreographs a dance with limited use of dance structures or forms.

Level 1: The student choreographs a dance using a few dance structures or forms.

8.2.4 *Understand the importance of working cooperatively in a small group during the choreographing process.*

Level 4: The student works in a small group to choreograph a dance with excellent results. .

Level 3: The student works proficiently in a small group to choreograph a short dance.

Level 2: The students works in a small group to choreograph a dance with limited success.

Level 1: The students work in a small group to choreograph a dance with little or no success.

8.2.5 *Know partner dance skills.*

Level 4: The student choreographs a dance using advanced partner dance skills with excellence.

Level 3: The student proficiently choreographs a dance using many partner dance skills.

Level 2: The student choreographs a dance using a few partner dance skills.

Level 1: The student choreographs a dance using limited partner dance skills.

8.2.6 *Know performance* etiquette and stage terms.*

Level 4: The student consistently applies performance etiquette and interprets stage terms excellently.

Level 3: The student apply performance etiquette and interpret stage terms proficiently.

Level 2: The student applies some performance etiquette and demonstrates a general use of stage terms.

Level 1: The student applies limited performance etiquette and demonstrates limited use of stage terms..

Standard 3: DANCE AND MEANING

Students understand dance as a way to create and communicate meaning.

8.3.1 *Understand the difference between pantomiming* and miming*.*

Level 4: The student describes, with detail, the difference between pantomiming and miming.

Level 3: The student proficiently describes the difference between pantomiming and miming.

Level 2: The student provides a general description of the difference between pantomiming and miming.

Level 1: The student provides a limited description of pantomiming and miming.

8.3.2 *Understand how different accompaniments can affect the meaning of dance.*

Level 4: The student elaborates on how different types of musical accompaniments affect the meaning of dance.

Level 3: The student proficiently explains how different types of musical accompaniments affect the meaning of dance.

Level 2: The student can partially explain how different types of musical accompaniments affect the meaning of dance.

Level 1: The student can give a basic/limited explanation on how different types of musical accompaniment affect the meaning of dance.

8.3.3 *Communicate feelings, ideas, and needs through dance.*

Level 4: The student communicates feelings, ideas, and needs through dance with clarity and excellence.

Level 3: The student proficiently communicates feelings, ideas, and needs through dance.

Level 2: The student partially communicates feelings, ideas, and needs through dance.

Level 1: The student displays a limited recognition of feelings, ideas, and needs through dance.

Standard 4: DANCE AND THINKING SKILLS

Students apply critical and creative thinking skills in dance.

8.4.1 *Solve movement problems.*

Level 4: The student solves movement problems with exceptional creative insight.

Level 3: The student proficiently solves movement problems with consistent skill.

Level 2: The student solves movement problems with some minor inaccuracies.

Level 1: The student solves movement problems with major inaccuracies.

8.4.2 *Know the critical elements that contribute to a dance in terms of space, time, and force.*

Level 4: The student accurately explain and evaluates the importance of the application of the critical elements (space, time, and force) that contribute to a dance.

Level 3: The student accurately explains the critical elements (space, time, and force) that contribute to a dance.

Level 2: The student partially recognizes the critical elements (space, time, and force) that contribute to a dance.

Level 1: The student has a limited recognition of the critical elements (space, time and force) that contribute to a dance.

8.4.3 *Know the possible aesthetic criteria* for evaluating dance.*

Level 4: The student explains, in detail, the diverse aesthetic criteria for evaluating dance.

Level 3: The student accurately explains the possible aesthetic criteria for evaluating dance.

Level 2: The student attempts to explain a few of the possible aesthetic criteria for evaluating a dance with some inaccuracy.

Level 1: The student explains at least one of the aesthetic criteria for evaluating dance.

Standard 5: DANCE, HISTORY, AND CULTURE

Students understand the historical development of dance and its relationship to various cultures.

8.5.1 *Know the similarities and differences in steps and movement styles from various cultures.*

Level 4: The student recognizes the similarities and differences in steps and movement styles from various cultures and provides examples.

Level 3: The student accurately recognizes the similarities and differences in steps and movement styles from various cultures.

Level 2: The student recognizes some of the similarities and differences in steps and movement styles from various cultures.

Level 1: The student recognizes a few of the similarities and differences in steps and movement styles from various cultures.

8.5.2 *Know social and theatrical dances from a broad spectrum of 20th Century America.*

Level 4: The student summarizes and describes, with detail, many of the social and theatrical dances of the 20th Century.

Level 3: The student recognizes many of the social and theatrical dances of the 20th Century.

Level 2: The student recognizes some of the social and theatrical dances from the 20th Century.

Level 1: The student recognizes a limited number of the social and theatrical dances of the 20th Century.

8.5.3 *Know the role of dance in various cultures and time periods.*

Level 4: The student elaborates on the diversity of the role of dance in various cultures and time periods.

Level 3: The student accurately identifies the role of dance in various cultures and time periods.

Level 2: The student identifies the role of dance in a few cultures and time periods.

Level 1: The student identifies the role of dance in at least one culture and time period.

8.5.4 *Know appropriate audience response to dance performances*.*

Level 4: The student consistently demonstrates accurate understanding of appropriate audience response to dance performances.

Level 3: The student demonstrates accurate understanding of appropriate audience response to dance performances.

Level 2: The student demonstrates a limited understanding of appropriate audience response to dance performances.

Level 1: The student demonstrates inappropriate audience response to dance performances.

Standard 6: DANCE AND PERSONAL WELLNESS*

Students understand the connection between dance and personal wellness*.

8.6.1 *Know strategies to prevent dance injuries.*

Level 4: The student explains and applies strategies to prevent dance injuries.

Level 3: The student explains usually applies strategies to prevent dance injuries.

Level 2: The student explains with some inaccuracy the strategies to prevent dance injuries with some inaccuracies.

Level 1: The student is unable to explain the strategies to prevent dance injuries with many inaccuracies.

8.6.2 Understand the value of personal health goals for dance improvement.

Level 4: The student consistently identifies and applies the value of personal health goals for dance improvement .

Level 3: The student accurately identifies and applies the value of personal health goals for dance improvement.

Level 2: The student identifies and applies the value of some personal health goals for dance improvement with some inconsistency.

Level 1: The student is identifies the value of a few personal health goals for dance improvement.

Standard 7: DANCE AND OTHER DISCIPLINES

Students understand the connections between dance and other disciplines.

8.7.1 Know how various dance concepts and principles relate to other disciplines.

Level 4: The student describes various dance concepts and principles and consistently integrates them with other disciplines.

Level 3: The student proficiently describes how various dance concepts and principles relate to other disciplines.

Level 2: The student describes how various dance concepts and principles relate to other disciplines with some inaccuracy.

Level 1: The student describes how various dance concepts and principles relate to other disciplines with many inaccuracies..

8.7.2 Know the aesthetic impact of performance.*

Level 4: The student explains, with detail the aesthetic impact of performance.

Level 3: The student accurately explains the aesthetic impact of performance.

Level 2: The student explains, with some inaccuracy, the aesthetic impact of performance.

Level 1: The student explains with limited accuracy, the aesthetic impact of performance.

Grades 9-12

Standard 1: MOVEMENT ELEMENTS*

Students know and understand movement elements* and skills in dance.

12.1.1 Use appropriate technique in dance.

Level 4: The student demonstrates superior dance technique skills in the performance of the dance piece.

Level 3: The student demonstrates proficient dance technique skills in the performance of the dance piece.

Level 2: The student demonstrates basic dance technique skills in the performance of the dance piece with some inaccuracy.

Level 1: The student demonstrates limited or incorrect dance technique in the performance of the dance piece.

12.1.2 Know complex steps and patterns from various dance styles and traditions.

Level 4: The student researches and teaches others, steps and patterns representative of various dance styles and traditions.

Level 3: The student proficiently learns and demonstrates complex steps and patterns representative of various dance styles and traditions.

Level 2: The student learns and demonstrates most of the steps and patterns that represent various dance styles and traditions.

Level 1: The student learns and demonstrates little awareness of the steps and patterns that represent various dance styles and traditions.

12.1.3 Understand the importance of using various complex time elements.

Level 4: The student effectively communicates complex time elements through a detailed movement composition.

Level 3: The student proficiently communicates complex time elements through a movement composition.

Level 2: The student sporadically communicates complex time elements through a movement composition.

Level 1: The student rarely if ever creates a movement composition that includes complex time elements.

12.1.4 Understand the principles governing combinations and variations in a broad, dynamic range.

Level 4 : The student consistently demonstrates effective combinations and variations that are dynamic and unique.

Level 3: The student demonstrates combinations and variations that show a broad dynamic range.

Level 2: The student demonstrates combinations and variations that show a small dynamic range..

Level 1: The student demonstrates a few combinations and variations that show a limited dynamic range.

12.1.5 Understand why it is important to project in dance.*

Level 4: The student consistently and actively projects idea, tone and style that is clearly understood by the audience.

Level 3: The student usually projects the ability to communicate idea, tone and style for most audiences.

Level 2: The student occasionally projects the ability to communicate idea, tone, and style with some audiences.

Level 1: The student is unable to project the ability to communicate idea, tone, and style with an audience.

Standard 2: CHOREOGRAPHY

Students understand choreographic principles*, processes, and structures.

12.2.1 Understand the importance of structures and forms of movement.

Level 4: The student consistently interprets movement tasks and dance structure with accuracy and insight.

Level 3: The student consistently interprets movement tasks and dance structure with accuracy.

Level 2: The student usually interprets movement tasks and dance structure with accuracy.

Level 1: The student sometimes interprets movement tasks and dance structure with accuracy.

12.2.2 Understand the use of improvisation to generate movement.

Level 4: The student demonstrates exceptional creativity using a variety of techniques to improvise.

Level 3: The student demonstrates a proficient competency level of improvisational effort in presentations.

Level 2: The student demonstrates some knowledge of the movement gathering techniques of improvisation.

Level 1: The student demonstrates a limited knowledge of the movement gathering techniques of improvisation.

Standard 3: DANCE AND MEANING

Students understand dance as a way to create and communicate meaning.

12.3.1 *Understand how movement choices are used to relate to abstract ideas and themes in dance.*

Level 4: The student consistently translates abstract ideas into well articulated, clear ideas in movement.

Level 3: The student proficiently incorporates abstract ideas into movement.

Level 2: The student sporadically uses abstract ideas into movement.

Level 1: The student uses abstract ideas for movement for a limited basis.

12.3.2 *Understand how interpretation of dance can be influenced by personal experience.*

Level 4: The student consistently examines his/her personal experiences to enlarge movement literacy.

Level 3: The student attempts to relate past experiences when choreographing.

Level 2: The student occasionally attempts to relate past experiences when choreographing.

Level 1: The student seldom attempts to relate to past experiences when choreographing.

Standard 4: DANCE AND THINKING SKILLS

Students apply critical and creative thinking skills in dance.

12.4.1 Establish a set of aesthetic criteria for evaluation.*

Level 4: The student shows outstanding ability to critique other dances and makes creative suggestions for possible changes.

Level 3: The student is proficient in critiquing other dances and makes creative suggestions for possible changes to the composition.

Level 2: The student critiques other dances and offers some suggestions for possible changes to the composition.

Level 1: The student critiques other dances and rarely makes suggestions for possible changes to the composition.

12.4.2 Formulate and answer aesthetic questions.

Level 4: The student consistently formulates and responds to aesthetic questions.

Level 3: The student usually formulates and responds to aesthetic questions.

Level 2: The student rarely formulates or responds to aesthetic questions.

Level 1: The student rarely formulates or responds to aesthetic questions.

Standard 5: DANCE, HISTORY, AND CULTURE

Students understand the historical development of dance and its relationship to various cultures.

12.5.1 *Know the similarities and differences among various contemporary theatrical forms of dance.*

Level 4: The student examines, in depth, the similarities and differences among various contemporary theatrical forms of dance.

Level 3: The student examines the similarities and differences among contemporary theatrical forms of dance.

Level 2: The student occasionally examines similarities and differences among contemporary theatrical forms of dance.

Level 1: The student rarely examines the similarities and differences among contemporary theatrical forms of dance.

12.5.2 *Know dance pioneers as an index to the artistic and social values of civilization.*

Level 4: The student has a broad knowledge of dance pioneers and understands their contribution to the artistic and social values of civilization.

Level 3: The student has an adequate knowledge of dance pioneers to the artistic and social values of civilization.

Level 2: The student has a general knowledge of dance pioneers to the artistic and social values of civilization.

Level 1: The student has a limited knowledge of dance pioneers and their contribution to the artistic and social values of civilization.

12.5.3 Understand how dance and dancers are portrayed in contemporary media.

Level 4: The student consistently differentiates and assesses how dances and dancers are portrayed in contemporary media.

Level 3: The student clearly distinguishes credible dances and dancers portrayed in contemporary media.

Level 2: The student identifies some dances and dancers portrayed in contemporary media.

Level 1: The student makes illogical or inappropriate identification of dances and dancers portrayed in contemporary media.

12.5.4 Know the traditions and techniques of classical dance forms.*

Level 4: The student clearly and consistently identifies the applications of the traditions and techniques of classical dance forms.

Level 3: The student generally identifies the application of traditions and techniques of classical dance forms.

Level 2: The student occasionally identifies traditions and techniques of classical dance forms.

Level 1: The student rarely identifies traditions and techniques on classical dance forms.

Standard 6: DANCE AND PERSONAL WELLNESS*

Students understand the connection between dance and personal wellness*.

12.6.1 Know how lifestyle choices affect dancers.

Level 4: The student accurately evaluates and executes lifestyle choices that affect the dancer's capabilities.

Level 3: The student distinguishes ideal lifestyle choices that affect the dancer's capabilities.

Level 2: The student recognizes some crucial lifestyle choices that could influence the dancer's capabilities.

Level 1: The student displays little recognition of lifestyle choices that influence the dancer's capabilities.

12.6.2 *Understand the significance of historical and cultural images of the body in dance.*

Level 4 : The student incorporates the significance of historical and cultural images of the body in compositions in a sensitive manner.

Level 3: The student understands the significance of historical and cultural images of the body in dance.

Level 2: The student partially demonstrates the significance of historical and cultural images of the body in dance.

Level 1: The student demonstrates the significance of historical and cultural images of the body in dance with errors.

Standard 7: DANCE AND OTHER DISCIPLINES

Students understand the connections between dance and other disciplines.

12.7.1 *Know how dance is similar to and different from other disciplines.*

Level 4: The student expansively evaluates how dance is similar to and different from other disciplines.

Level 3: The student summarizes some similarities and differences in dance with other disciplines.

Level 2: The student partially relates the similarities and differences in dance with other disciplines.

Level 1: The student identifies a few similarities and differences in dance with other disciplines.

12.7.2 ***Know how technology can be used to reinforce, enhance, or alter dances.***

Level 4: The student creatively and effectively demonstrates technology to reinforce, enhance, or alter dances.

Level 3: The student effectively demonstrates some use of technology to reinforce, enhance, or alter dances.

Level 2: The student understands the use of technology to reinforce, enhance, or alter dances.

Level 1: The student understands some of the uses of technology to reinforce, enhance, or alter dances.